Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Después de ver el video, responde a las preguntas **individualmente y en silencio.**

Enrique Iglesias



1. ¿Quién es Enrique Iglesias?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. ¿En donde están las personas en el video?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

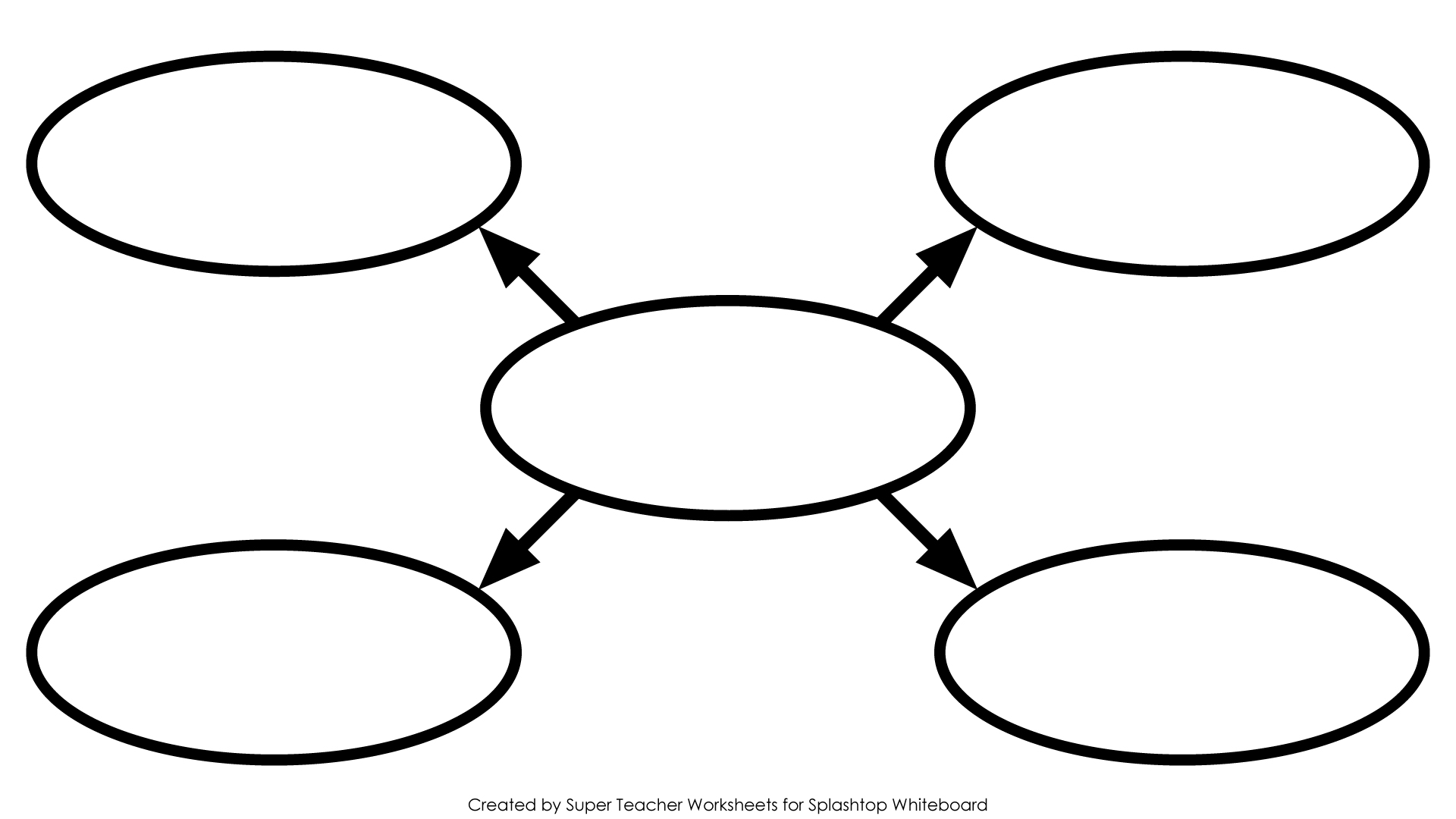
1. ¿Qué hacen las personas en el video?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Exceeds Expectations**  **3 points** | **Meet Expectations**  **2 points** | **Does Not Meet Expectations**  **1 point** |
| **Identify Topic** | Can identify the topic of the assignment. | Can often identify the topic of the assignment. | Cannot identify the topic of the assignment. |
| **Finding the main Idea** | Can identify the main ideas in the assignment. | Can identify the main ideas in the assignment about the target culture artist. | Can identify a few ideas about the target culture artist in familiar contexts. |
| **Interpretive (Inferential) Comprehension**  **Can infer meaning from clues such as titles, setting (video), voice tone, setting (audio)** | Can infer the video from the target culture and context clues independently or with help. | Can make inferences about meanings of the video of the target culture from clues independently. | Can occasionally make inferences about meanings of the video of the target culture from clues with help. |

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* Pregunta a **uno de tus compañeros(as)** las preguntas de la gráfica.



**¿Quién es tu cantante favorito?**

**¿De dónde es tu cantante favorito?**

**Nombre de tu compañero(a)**

**Canciones famosas del cantante**

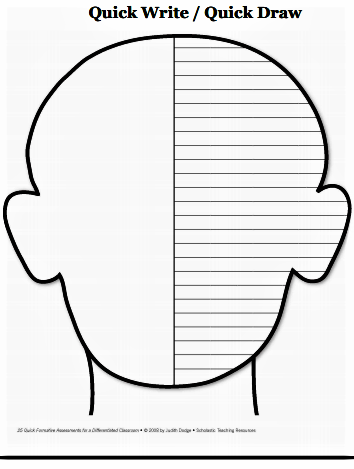
**¿Por qué te gusta?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Exceeds Expectations**  **3 points** | **Meets Expectations**  **2 points** | **Does Not Meet Expectations**  **1 points** |
| **Language Function- types of exchanges** | Can ask and answer simple questions about an artist. | Can ask and answer simple questions about an artist with a phrase or sentence. | Can ask and answer questions usually only with one word.  Descriptions of an artist limited to single words or short memorized phrases. |
| **Text Type – Length of Utterance/Text** | Can say/write simple sentences and short paragraphs about an artist. | Can say/write simple sentences about an artist. | Only uses single words and phrases about an artist. |
| **Communication Strategies = Participation in Conversation** | Can carry out a simple conversation about an artist, mainly based on questions and answers. | Responds to questions and ask some questions. | Only responds to questions. |
| **Comprehensibility** | Usually understood by classmates and teacher. | Can be understood with occasional difficult by classmates and teachers. | Hard for classmates and teacher to understand. |
| **Language Control**  **Grammar**  **Vocabulary**  **Pronunciation** | Uses correct forms, vocabulary, pronunciations, and spelling with simple sentences and stings of sentences in present tense. | Uses correct forms, vocabulary, and pronunciation with memorized language with single words and single sentences. | Accurate with single words. Accurate breaks down with phrases. |

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* En grupo completa la gráfica.
* Lee la información de un(a) cantante famoso(a).
* **Right side**: Dibuja símbolos que representen al cantante.
* **Left side**: Responde a las preguntas en oraciones completas.

**QUICK DRAW / QUICK WRITE**



**¿Conoces a o la cantante?**

**Canciones famosas.**

**Nombre del o la cantante**

**¿Qué género de música toca?**

**¿De dónde es?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion** | **Exceeds Expectations**  **3 points** | **Meets Expectations**  **2 points** | **Does Not Meet Expectations**  **1 point** |
| **Language Function**  kinds of exchanges | Student is able to produce descriptions, comments, and questions both orally in scripted speech reveal some creativity in language use. | Student is able to (both) write and produce simple descriptions in the present tense, and/or make appropriate comments and ask questions – depending on role. | Student is not able to produce exchanges that result in true language functions, either orally or in writing or both. |
| **Text Type – Length of utterance/text**  student can say/write | Write and oral presentation use short, simple sentences and combinations of learned material about a Spanish native/heritage singer.  Write and uses more sentences that are strung together. | Written and oral presentation uses short, simple sentences about a Spanish native/heritage singer that combine learned expressions and sequences. Uses some combinations of sentences. | Written and oral presentation includes phrases and single words, but few full sentences about a Spanish native/heritage singer. |
| **Comprehensibility** | Teacher and other students understand writing and oral presentation easily. | Teacher and other students can understand most of the writing and oral presentation. | Teacher and other student have great difficulty understanding writing and/or oral presentation. |
| **Language Control**  -Grammar  -Vocabulary  -Pronunciation | Can produce written scripts and present them orally with accurate use of grammar, vocabulary, and pronunciation using simple sentences. Is able to write sentences without teacher scaffolding. | Mostly accurate when copying and reciting memorized scripts. The less structure provided by the teacher, the more errors in writing and oral presentation. | Mostly accurate in copying and reciting single words. |
| **Cultural Awareness** | Verbal expression, gesture, and non – verbal behavior closely reflect those models, not just as imitations, but appear to be used naturally. | Verbal expression, gestures, and non- verbal behavior imitate those modeled by teacher or observed materials. | Verbal expressions, gestures, and non – verbal behavior the same as in the home culture, do not reflect models of target language culture. |

**Grupo 1**

**Jennifer López**



**Nombre:** Jennifer Lynn López

**Nacionalidad:** Nueva York, Estados Unidos de padres de Puerto Rico.

**Género de música:** R&B, Pop, Pop Latino, Hip Hop, Dance.

**Canciones:**

- Como ama una mujer - On the floor - Que hiciste - Me haces falta - Live it up - Chegaste - Feel the light - No me ames

**Grupo 2**

**Pitbull**



**Nombre:** Armando Christian Pérez

**Nacionalidad:** Miami, Florida, Estados Unidos de padres de Cuba.

**Género de música:** Hip Hop, Reggaeton, Pop.

**Canciones:**

-Piensa - I know you want me - Can’t stop the party - Oye Oye, - Fuego - Messing around - Ay chico - Dime - I wonder - International love

**Grupo 3**

**Ricky Martin**



**Nombre:** Enrique Martín Morales

**Nacionalidad:** Puerto Rico

**Género de música:** Pop, Pop Latino, Rock, Música Urbana, Reggae, Dance-pop.

**Canciones:**

-Livin’ la vida loca - Tal vez - Vente Pa’ca - She’s all I ever had - La copa de la vida - Te extraño te olvido y te amo - Come with me

- Vuelve

**Grupo 4**

**Prince Royce**



**Nombre:** Geoffrey Royce Rojas

**Nacionalidad:** Nueva York, Estados Unidos de padres de la Republica Dominicana.

**Género de música:** Pop Latino, Bachata, R&B.

**Canciones:**

-Darte un beso - Stand by me - Deja vu - Culpa el corazón

- Te robaré - Sruck on a feeling - Nada - Corazon sin cara

- La carretera - Back it up

**Grupo 5**

**Shakira**



**Nombre:** Shakira Isabel Mebarak Ripoll

**Nacionalidad:** Colombia

**Género de música:** Pop, Pop Latino, Rock en español, Folk, Dance.

**Canciones:**

-Estoy aquí - Ojos así - ¿Donde estas corazón?

- Whenever wherever - Objection - La tortura

- Hips don’t lie -Waka waka (Esto es África)

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tiquete de salida**

Responde a la pregunta:

De los cinco cantantes, ¿Qué cantante te gusta más y por qué?

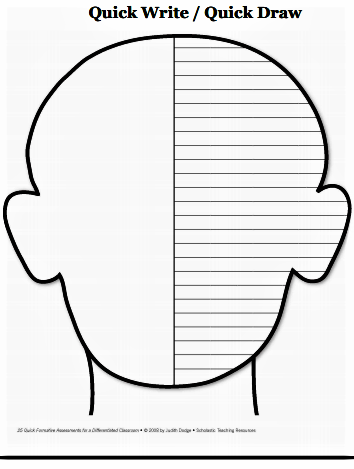
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Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Tarea #72B**

* Completa la gráfica.
* Escribe acerca de **tu cantante favorito**.
* **Right side**: Dibuja símbolos que representen al cantante.
* **Left side**: Responde a las preguntas.

**QUICK DRAW / QUICK WRITE**



**¿Qué género de música toca?**

**¿Por qué te gusta?**

**Canciones famosas.**

**¿De dónde es?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Nombre del o la cantante**